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ABSTRACT

This follow-up study surveyed the 34 students who finished their programs at the Center for Arts and Sciences (CAS), a secondary enrichment program in Saginaw, Michigan, for gifted and talented students in grades 6 through 12, in June 1990. Responses were received from nine students. Analysis indicated that all respondents were in school, college, or a training program; eight respondents were attending Michigan institutions; students were majoring in a variety of fields; most respondents planned to pursue additional degrees; a third of respondents reported no serious educational problems; and students reported a variety of long term professional goals. Most respondents agreed that the CAS program had provided good preparation for college and a creative/motivational environment. Appendices include the questionnaire and a tabulation of responses to each question. Additional material includes program guides for the CAS for the years 1993-94 and 1994-95. The guides address program philosophy; student eligibility; and areas of specialization available at CAS including dance, global studies, language arts, math/science, theatre, visual arts, and voice/keyboard. The program's counseling service, living arts program, and media center are also described. Recommended course equivalencies and a summary of recent program highlights complete the guides. (DB)

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ED 376 654

The Center for the Arts and Sciences Follow-Up Study of 1990 Graduates

[and]

Program Guides for 1993-1994 and 1994-1995

Department of Evaluation Services
School District of the City of Saginaw

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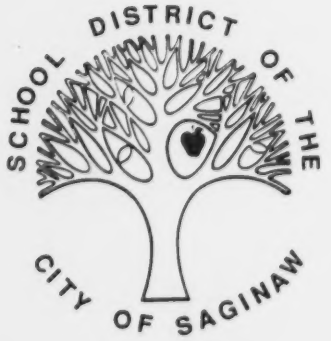
EVALUATION REPORT

THE CENTER FOR THE ARTS AND SCIENCES

FOLLOW-UP STUDY OF 1990 GRADUATES

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -



Saginaw, Michigan

THE CENTER FOR THE ARTS AND SCIENCES

FOLLOW-UP STUDY OF 1990 GRADUATES

An Approval Report of the

DEPARTMENT OF EVALUATION, TESTING AND RESEARCH

Richard N. Claus

Richard N. Claus, Ph.D.
Manager, Program Evaluation

Barry E. Quimper

Barry E. Quimper, Director
Evaluation, Testing & Research

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

September, 1994

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Introduction

In June, 1990, 34 students finished their program at the Center for the Arts and Science (CAS) and were graduated as seniors by their home high schools. To determine what these former students have been doing nearly four years (45 months) after graduation, the Department of Evaluation Services mailed a 35 item questionnaire (see Appendix A for a copy of the instrument and cover letter used) to each graduate on March 10, 1994. The questionnaire directed respondents to identify their educational and/or employment status, detail their educational career since high school, predict when they will receive their baccalaureate degree, specify the perceived problems they encountered either in the work force or post high school education, describe their present schooling, detail their out-of-school activities, evaluate their CAS experiences, and describe their present accomplishments and their goals for the future. Those findings are contained in Appendix B and represent all the responses received by June 27, 1994.

The results of this study should provide administrators, teachers, and counselors with data to further assist them in long-term instructional and curricular planning to better meet the needs of secondary gifted and talented students. However, individual responses from the graduates may reflect back on their experiences in the CAS program, their home high school, or a combination of these two educational experiences. Thus the responses to questions must be understood within the context of the multiple educational experiences of each graduate.

Beyond obtaining the responses, the other objective of the long-term CAS graduate follow-up study was to determine the feasibility of obtaining responses from former students who had been out of school for approximately four years.

Demographic Data

The 1990 CAS follow-up survey was mailed to 34 graduates. Nine questionnaires (26.5%) were returned.

Table 1 below contains a breakdown by ethnic background and gender of those returning the follow-up questionnaire and the CAS 1990 graduating class.

Table 1

Comparison of the CAS Graduate Population with the Graduates Returning a Questionnaire by Ethnic Background and Gender

Ethnic Background and Gender	1990 CAS Graduates Returning Follow-Up Questionnaires			Population of 1990 CAS Graduating Class	
	Number	Percent of Respondents	Percent of Graduates	Number	Percent
TOTAL	9	100.0	26.5	34	100.0
ETHNIC BACKGROUND					
White	8	88.9	29.6	27	79.4
Black	0	0.0	0.0	5	14.7
Hispanic	1	11.1	50.0	2	5.9
American Indian	0	0.0	0.0	0	0.0
Oriental	0	0.0	0.0	0	0.0
GENDER					
Female	4	44.4	23.5	17	50.0
Male	5	55.6	29.4	17	50.0

A review of the ethnic background of the respondents in Table 1 above shows that 8 (88.9%) were White and 1 (11.1%) was Hispanic. The graduating class was made up of 27 (79.4%) White, 5 (14.7%) Black, and 2 (5.9%) Hispanic.

A total of 4 of 9 (44.4%) of the responding graduates were female and 5 of 9 (55.6%) were male. The graduating class was composed of equal numbers of females and males (17 students of each gender). As can be seen females are only slightly under represented and males are slightly over represented based on the graduating class population.

Table 2 below contains a breakdown by exiting course of study, semesters of participation in exiting course of study, and semesters of participation in the CAS program of those graduates returning the questionnaire and the entire CAS 1990 graduating class.

Table 2

Comparison of the CAS Graduate Population with the Graduates Returning a Follow-Up Questionnaire by Exiting Program, Semesters of Participation in Exiting Program, Semesters of Participation in CAS

Program and Semesters of Participation	1990 CAS Graduates Returning Follow-Up Questionnaires			Population of 1990 CAS Graduating Class	
	Number	Percent of Respondents	Percent of Graduates	Number	Percent
TOTAL	9	100.0	26.5	34	99.9*
COURSE OF STUDY					
Visual Arts	2	22.2	50.0	4	11.8
Theatre	0	0.0	0.0	3	8.8
Voice/Keyboard	1	11.1	16.7	6	17.6
Instrumental Music	1	11.1	25.0	4	11.8
Math/Science	4	44.5	66.7	6	17.6
Dance	1	11.1	16.7	6	17.6
Language Arts	0	0.0	0.0	3	8.8
Global Studies	0	0.0	0.0	2	5.9
SEMESTERS OF PARTICIPATION IN EXITING COURSE OF STUDY					
1	0	0.0	0.0	1	2.9
2	3	33.4	37.5	8	23.5
3	2	22.2	66.7	3	8.8
4	0	0.0	0.0	4	11.8
5	0	0.0	0.0	1	2.9
6	0	0.0	0.0	2	5.9
8	1	11.1	20.0	5	14.7
10	1	11.1	50.0	2	5.9
11	1	11.1	50.0	2	5.9
12	1	11.1	16.7	6	17.6
SEMESTERS OF PARTICIPATION IN CAS					
1	0	0.0	0.0	0	0.0
2	3	33.4	37.5	8	23.5
3	1	11.1	50.0	2	5.9
4	1	11.1	16.7	6	17.6
5	0	0.0	0.0	0	0.0
6	0	0.0	0.0	2	5.9
8	0	0.0	0.0	3	8.8
10	1	11.1	33.3	3	8.8
11	1	11.1	50.0	2	5.9
12	2	22.2	25.0	8	23.5

*Due to rounding.

A perusal of the respondents' courses studied in Table 2 above shows that all exiting study areas had one or more of the responding graduates except for theatre, language arts, and global studies. A review of the semesters of participation in both the exiting study areas and the entire CAS programs shows that they ranged from 2 to 12 semesters. Participation in both the entire program and exiting areas shows a sampling of respondents who were short and long-term in their lengths of participation.

The intent of the study was to describe the total 1990 CAS graduating classes. The data presented should be viewed as representative of the survey respondents, and <u>not</u> necessarily reflective of the <u>total</u> graduating class since only 26.5% of the graduates returned completed questionnaires.

Findings

The reader is again reminded that the complete findings to each survey question are given in Appendix B.

Highlights

A review of the responses given by the 1990 CAS graduates to the long-term follow-up survey reveals the following:

- All CAS responding graduates (9 or 100.0%) were primarily in school, college or a training program following <u>from graduation until now</u>.
- CAS graduates are <u>now</u> primarily doing the following:
  - 66.6% in school, college, or training program full-time,
  - 22.2% employed, full-time (30 or more hours per week), and
  - 11.1% in a summer internship with GM.
- Of the nine graduates currently pursuing additional schooling or training, 8 (88.9%) were attending Michigan schools and 1 (11.1%) was attending an out-of-state school.
- CAS graduates are pursuing a number of major fields of studies including:
  - 33.3% Engineering/architecture,
  - 22.2% Commercial arts and communications,
  - 11.1% Fine arts/letters,
  - 11.1% Education/social services,
  - 11.1% Science/agriculture, and
  - 11.1% Business.
- Since graduation from CAS, the majority (88.9%) of these graduates education have been continuous rather than interrupted (11.1%) during the regular academic year.
- 33.3% of the CAS graduates anticipate receiving their baccalaureate degree by Spring, 1994.
- A majority of the respondents (77.8%) plan to pursue additional degrees after they complete their present degree program.

- Approximately a third of the respondents (33.3%) had no single serious educational problem since graduation to report. The remainder of the respondents mentioned the following:

  - No comment (22.2%),
  - Unable to establish goals (11.1%),
  - Disappointed with choice of school or educational program (11.1%),
  - Hard program at a hard school (11.1%), and
  - Self discipline in studies (11.1%).

- Of the graduates who are working (33.3%), all three (100.0%) are employed in the same general area they planned while in the CAS program.

- Of the graduates who are working (33.3%), two of the three (66.7%) are primarily employed on the same career path they planned in high school.

- The single most serious personal problem that the graduates have met since graduation included:

  - I impose too much pressure on myself to succeed (44.4%),
  - No response (22.2%),
  - Unable to find my significant activities where my creativity can be expressed (11.1%), and
  - Money (11.1%).

- During the CAS program most respondents evidenced a wide variation in activities as shown below:

  - Involved in some (3 or 4) activities (66.7%),
  - Involved in a large number (5 or more) of activities (22.2%), and
  - Involved in basically 1 or 2 activities (11.1%).

- Present involvement of respondents in social service, professional, or civic activities has remained about the same since graduation with graduates reporting involvement in few to many activities as can be seen below:

  - Involved in many activities (66.7%),
  - My activities are few (1 or 2) in number (22.2%); and
  - Involved in a fair amount (over 2) of activities (11.1%).

- At least two respondents or more reported the strengths of the CAS program to be the following:

  - Helps prepare for college,
  - Helps promote creativity/motivational environment,
  - The ability to interact with others of my intelligence level, and
  - Dedication of the teachers.

- A single respondent offered the following ways the CAS program could be improved:

  - More interaction between the different departments,
  - Not as many restrictions on our goals,
  - An easier transportation system for out-of-town schools,
  - Have a reunion of past graduates or a newletter so students know where their classmates are,
  - Restrict academic level of students accepted, boost admission requirements,
  - Update music,
  - CAS should be promoted more throughout the Tri-Cities,
  - Upgrade computer facilities and education,
  - Encourage students to enter extra-curricular activities at the home school,
  - End school at the same time as regular high school to facilitate stulent involvement,
  - Get rid of the National Issues Forum,
  - Increased lab experience and exposure within the sciences, and
  - Encourage students to work together in groups.

- Professional goals ten years in the future for the CAS graduates included the following:

  - Hopefully I will be working with an accounting firm in an intermediate or advanced level,
  - Engineering in the auto industry,
  - Working in the field of Psychology, directing a church choir, probably for Hispanic children,
  - I hope to have been a major contributor in a large design firm or agency and have established a career in film production and directing,
  - Controls engineering in an industrial setting,
  - Receive my Ph.D. in Biochemistry and Molecular Biology from Louisiana State University and I plan to do post-doctoral work in order to prepare me for a career of college level teaching, and
  - Plan on being in a middle/upper management position for a successful corporation within the automotive industry.

Summary

The most significant results of the follow-up study of Saginaw's 1990 Center for the Arts and Sciences (CAS) students who graduated as seniors from their home high school have been presented. Data after 45 months of leaving school relative to the CAS graduates' post-high school education and employment, perceptions of post-high school problems, levels of off-the-job activity, and evaluations of their CAS experience were sought.

From the survey data there emerged some important points. They included:

1. Of the 9 respondents, all (100.0%) were in school, college, or training programs full-time.

2. Seven general areas of study summarize their current areas of emphasis. They included:

   - Engineering/architecture (33.3%);
   - Commercial arts and communications (22.2%);
   - Fine arts/letters (11.1%);
   - Education/social services (11.1%);
   - Science/agriculture (11.1%); and
   - Business (11.1%).

3. The single most serious educational problem was a set of four problems that included: unable to establish goals, disappointed with choice of school or educational programs, hard program at a hard school, and self-discipline in studies.

4. The single most serious personal problem was "I impose too much pressure on myself to succeed" by 44.4% of the respondents.

5. Out-of-school activities of CAS graduates have remained approximately the same as during their high school days. Their report of this activity presently included:

   - 66.7% with many;
   - 22.2% with a few (1 or 2); and
   - 11.1% with a fair amount (over 2).

6. Most respondents agreed that the CAS program had the following strengths:

   - Good preparation for going to college, and
   - A creative/motivational environment.

7. A multitude of ways to improve the CAS program were given by a single respondent. They were:

   - More interaction between the different departments;
   - Not as many restrictions on our goals;
   - An easier transportation system for out-of-town schools;
   - Have a reunion of past graduates or a newletter so students know where their classmates are now;
   - Restrict the academic level of students accepted by boosting admission requirements;
   - Update the music program;
   - CAS should be promoted more throughout the Tri-Cities;
   - Upgrade computer facilities and education;
   - Encourage students to enter extra-curricular activities at the home school;
   - End school at the same time as regular high school to facilitate student's environment;
   - Get rid of the National Issues Forum;
   - Increased lab experience and exposure within the sciences; and
   - Encourage students to work together in groups.

APPENDICES

APPENDIX A

550 Millard Street
Saginaw, Michigan 48607-1193
(517) 759-2200
Fax: (517) 759-2315

Foster B. Gibbs, Ph.D., Superintendent

March 10, 1994

Dear 1990 CAS Graduate:

All we want is a few minutes of your time to fill in a questionnaire about your experiences after high school. We are continuing our study of CAS graduates as they proceed to establish their careers in the world of work.

You are not alone in this venture. The Department of Evaluation Services of the Saginaw Public Schools is sending this Follow-Up Questionnaire to the entire 1990 graduating class of the Center for the Arts and Science (CAS). We are trying to learn about the Class of 1990 and how these former students feel about their school education. This information will help us improve Saginaw's gifted and talented educational programs. Your individual responses will be kept confidential and will be summarized along with those of other Saginaw CAS graduates.

Please complete the enclosed questionnaire and return it to us as soon as possible. We have even provided a pre-addressed, stamped envelope for your convenience. What could be easier?

Your cooperation is appreciated. Best of luck to you in the future.

Sincerely,

Foster B Gibbs

Foster B. Gibbs, Ph.D.
Superintendent of Schools

Enclosures

Board of Education
Thomas S. Tilot, President Frederick D. Ford, Vice-President Minerva Rosales, Secretary James W. Woolfolk, Treasurer
Ruth A. Braun, Trustee Ronald S. Spess, Trustee Willie E. Thompson, Trustee

APPENDIX A

School District of the City of Saginaw, Michigan
Department of Evaluation Services
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A LONG-TERM FOLLOW-UP STUDY OF 1990 GRADUATES FROM THE CENTER FOR THE ARTS AND SCIENCES (CAS)

DIRECTIONS: For multiple-choice questions, read each question carefully and then check the number to the left of the response that best describes your answer. For questions requiring a written response, read the question carefully and then print your answer on the line provided.

1. From what high school did you graduate?

_____

2. Which of the following categories best describes what you primarily were doing from graduation until now? (Check one)

___ 1. In school, college, or a training program full-time
___ 2. In school, college, or a training program part-time
___ 3. Employed, full-time (30 or more hours per week)
___ 4. Employed, part-time (less than 30 hours per week)
___ 5. In the military service
___ 6. Unemployed, seeking employment
___ 7. Unemployed, not seeking employment
___ 8. Laid off
___ 9. Homemaker
___ 10. Other: (Please specify) _____

3. Which of the following categories best describes what you **primarily** are doing now? (Check one)

___ 1. In school, college, or a training program full-time
___ 2. In school, college, or a training program part-time
___ 3. Employed, full-time (30 or more hours per week)
___ 4. Employed, part-time (less than 30 hours per week)
___ 5. In the military service
___ 6. Unemployed, seeking employment
___ 7. Unemployed, not seeking employment
___ 8. Laid off
___ 9. Homemaker
___ 10. Other: (Please specify) _____

4. If you are currently attending a school, university, or college please list the name of that institution and any others you have attended plus your major and minor at each one: (If you are **undecided** use **UN** to indicate **undecided** for major and/or for minor):

	Name of Institution	Major	Minor
Current:	_____	_____	_____
Previous:			
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

5. Since graduation has your formal education been continuous or interrupted during the regular academic year? (Check one)

___ 1. Continuous
___ 2. Interrupted ... If so, could you briefly describe what interrupted your studies?

_____

_____

_____

6. When do you anticipate receiving your baccalaureate degree? (Check one)

___ 1. Spring, 1994
___ 2. Summer, 1994
___ 3. Fall, 1994
___ 4. Winter, 1994
___ 5. Spring, 1995
___ 6. Other: (Please specify) _____

7. How well did the program at the Center for the Arts and Sciences (CAS) prepare you for your further academic studies? (Check one)

___ 1. Excellent
___ 2. Good
___ 3. Fair
___ 4. Poor

8. If you are not attending a school, university, or college now but you have attended since graduation, what is the name of the institution(s)?

	Name of Institution	Major	Minor
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

9. If you are currently attending a school, university, or college that awards a degree, towards what degree are you working? (Check one)

___ 1. Associate of Arts (A.A.)
___ 2. Bachelor of Science (B.S.)
___ 3. Bachelor of Arts (B.A.)
___ 4. Other: (Please specify) _____

10. What major field of study are you pursuing? (Check one)

___ 1. Business
___ 2. Commercial Arts and Communication
___ 3. Construction, Industrial, and Skill Trades
___ 4. Education
___ 5. Engineering and Architecture
___ 6. Fine Arts and Letters
___ 7. Law and Government
___ 8. Medicine and Health Services
___ 9. Science and Agriculture
___ 10. Social Services
___ 11. Transportation
___ 12. Other: (Please specify) _____

11. If you have identified a field of study, how long have you been studying in this area? (Check one)

___ 1. Less than one year
___ 2. One to two years
___ 3. Two to three years
___ 4. Other: (Please specify) _____

12. Do you plan to pursue an additional degree? (Check one)

___ 1. Yes
___ 2. No (Please skip questions 13 and 14)
___ 3. I don't know at this time. (Please skip questions 13 and 14)

13. If you checked yes to question 12, what degree do you ultimately wish to attain? (Check one)

___ 1. Bachelor of Arts of Science (B.A. or B.S.)
___ 2. Master of Arts or Science (M.A. or M.S.)
___ 3. Master of Fine Arts (M.F.A.)
___ 4. Master of Business Administration (M.B.A.)
___ 5. Master of Social Work (M.S.W.)
___ 6. Doctor of Fine Arts (D.F.A.)
___ 7. Juris Doctor (J.D.)
___ 8. Doctor of Philosophy or Education Doctor (Ph.D. or Ed.D.)
___ 9. Doctor of Medicine (M.D.)
___ 10. Other: (Please specify) _____

14. If you checked yes to question 12, what will be your major area of study? (Please specify)

_____

If you are attending a training program or pursuing additional education from an institution that does not issue a degree please answer questions 15-18, otherwise go to question 19.

15. What is your area of study? (Please specify)

_____

16. How long have you been in this program?

_____

17. Do you plan on entering a university or college after this program? (Check one)

___ 1. Yes
___ 2. No (Please skip question 18)
___ 3. I don't know at this time (Please skip question 18)

18. If you answered yes to question 17, what major area of study will you pursue? (Please specify)

_____

19. What type of job would you like to secure when you finish studying and/or graduate? (Check one)

___ 1. Caring for people or animals
___ 2. Musical and entertainment activities
___ 3. Artistic work
___ 4. Communications work
___ 5. Promotional activities
___ 6. Number work
___ 7. Inspecting and measuring
___ 8. Clerical work
___ 9. Manual work
___ 10. Machine work
___ 11. Craftsmanship
___ 12. Skilled operation, repair, or installation of precision equipment
___ 13. Serving personal needs of people
___ 14. Providing skilled services for people
___ 15. Waiting on customers
___ 16. Selling and merchandising work
___ 17. Managerial work
___ 18. Teaching

20. If you are currently employed, are you in the same general area you planned while in the CAS program? (Check one)

___ 1. Yes ... If yes, answer questions 21, 22, and 23
___ 2. No ... If no, please skip questions 21, 22, and 23

21. Are you employed currently full-time (30 or more hours per week) and/or part-time (less than 30 hours per week)? (Check one)

___ 1. Full-time
___ 2. Part-time
___ 3. Both full- and part-time

22. If you are currently employed, what is your current job category? (Check one)

___ 1. Caring for people or animals
___ 2. Musical and entertainment activities
___ 3. Artistic work
___ 4. Communications work
___ 5. Promotional activities
___ 6. Number work
___ 7. Inspecting and measuring
___ 8. Clerical work
___ 9. Manual work
___ 10. Machine work
___ 11. Craftsmanship
___ 12. Skilled operation, repair, or installation of precision equipment
___ 13. Serving personal needs of people
___ 14. Providing skilled services for people
___ 15. Waiting on customers
___ 16. Selling and merchandising work
___ 17. Managerial work
___ 18. Teaching

23. Is what you are now **primarily** doing on the same career path you planned in high school? (Check one)

___ 1. Yes
___ 2. No ... If no, why not? _____

_____

_____

24. What is the single most serious personal problem that you have met since graduation? (Check one)

___ 1. Unable to find significant activities where my creativity can be expressed
___ 2. Unable to find friends or companions who stimulate me intellectually
___ 3. Lacked the stamina to deal with the stigma or pressure of being intellectually or creatively superior
___ 4. My immediate family's expectations for me are too high
___ 5. I am worried that I will not be as successful as people (family, friends and/or past/present educators) want me to be
___ 6. I impose too much pressure on myself to succeed
___ 7. I do not want to be intellectually or creatively superior
___ 8. Other: (Please specify) _____

25. If presently in a training program, school or college, what is the single most serious educational problem that you have met since graduation? (Check one)

___ 1. Lacked the necessary educational skills
___ 2. Prejudice and/or discrimination (e.g., sex, race, age, etc.)
___ 3. Unable to establish goals
___ 4. Unable to establish a plan
___ 5. Unable to follow plans to accomplish goals
___ 6. Disappointed with choice of school or educational program
___ 7. Other: (Please specify) _____
___ 8. No educational problem

26. What course or courses of study did you follow while at the CAS and indicate the number of years you pursued each? (Check as many as apply and indicate the number of years for each.)

		Number of Years
___	1. Visual arts	_____
___	2. Dance	_____
___	3. Global studies	_____
___	4. Language arts	_____
___	5. Mathematics/science	_____
___	6. Instrumental music	_____
___	7. Voice/keyboard	_____
___	8. Theatre	_____

27. While in the CAS program did your course of study change? (For example: You entered the program in math/science and later changed to instrumental music.) (Check one)

___ 1. Yes
___ 2. No (If no, skip question 28)

28. If you changed your course of study were you satisfied with the change? (Check one)

___ 1. Yes
___ 2. No ... Briefly explain why not. _____
_____
_____

29. How would you best describe your **present** involvement in any social, service, professional, or civic activities? (Check one)

___ 1. I am involved in many activities
___ 2. I am involved in a fair amount (over 2) of activities
___ 3. My activities are few (1 or 2) in number
___ 4. I am not involved in any activities

30. While in the CAS program how would you describe your participation in out-of-school activities either at the CAS and/or at your home school? (Check one)

___ 1. I was involved in a large number of activities (5 or more)*
___ 2. I was involved in some activities (3 or 4)*
___ 3. I was involved in basically 1 or 2 activities*
___ 4. I was not involved in any out-of-school activities**

*If you answered 1, 2, or 3, please skip question 31.
**If you checked 4, please answer question 31.

31. Which answer best describes why you were not involved in any out-of-school activities? (Check one)

___ 1. My academic schedule did not permit me to spend time with out-of-school activities
___ 2. At the time no out-of-school activities were of interest to me
___ 3. I had responsibilities at home which came first
___ 4. I had a part-time job
___ 5. My parents did not permit me to get involved in any out-of-school activities
___ 6. No one encouraged or recommended that I become involved in any out-of-school activities
___ 7. I never really thought about getting involved
___ 8. Other: (Please explain) _____

_____

_____

32. From your perspective, list two or more major strengths of the CAS program.

1. _____
2. _____
3. _____
4. _____

33. From your perspective, please list two or more ways the CAS program could be improved. Be specific!

1. _____
2. _____
3. _____
4. _____

34. Briefly specify what you plan to be doing professionally in ten years.

_____

_____

_____

35. We do want to stay in contact with you and all your classmates from the CAS. Please provide us with a name and address of someone who will be able to forward correspondence to you.

_____

_____

_____

THANK YOU AGAIN FOR YOUR TIME AND EFFORT!

APPENDIX B

A FOLLOW-UP STUDY OF 1990 GRADUATES FROM THE CENTER FOR THE ARTS AND SCIENCES (CAS)
(N= 9)

	Number	Percent
1. From what high school did you graduate?		
• Arthur Hill	4	44.4
• Bay City Central	2	22.2
• John Glenn High School	1	11.1
• Carrollton High School	1	11.1
• Valley Lutheran High School	1	11.1

2. Which of the following categories best describes what you primarily were doing from graduation until now? (Check one)

____ 1.	In school, college, or a training program full-time	9	100.0
____ 2.	In school, college, or a training program part-time	0	0.0
____ 3.	Employed, full-time (30 or more hours per week)	0	0.0
____ 4.	Employed, part-time (less than 30 hours per week)	0	0.0
____ 5.	In the military service	0	0.0
____ 6.	Unemployed, seeking employment	0	0.0
____ 7.	Unemployed, not seeking employment	0	0.0
____ 8.	Laid off	0	0.0
____ 9.	Homemaker	0	0.0
____ 10.	Other:	0	0.0

3. Which of the following categories best describes what you **primarily** are doing now? (Check one)

____ 1.	In school, college, or a training program full-time	6	66.7
____ 2.	In school, college, or a training program part-time	0	0.0
____ 3.	Employed, full-time (30 or more hours per week)	2	22.2
____ 4.	Employed, part-time (less than 30 hours per week)	0	0.0
____ 5.	In the military service	0	0.0
____ 6.	Unemployed, seeking employment	0	0.0
____ 7.	Unemployed, not seeking employment	0	0.0
____ 8.	Laid off	0	0.0
____ 9.	Homemaker	0	0.0
____ 10.	Summer internship with GM	1	11.1

APPENDIX B

4. If you are currently attending a school, university, or college please list the name of that institution and any others you have attended plus your major and minor at each one: (If you are **undecided** use **UN** to indicate **undecided** for major and/or for minor):

Name of Institution	Number	Percent
Current:		
• University of Michigan	3	33.3
• Delta College	1	11.1
• Western Michigan University	1	11.1
• Michigan Tech.	1	11.1
• Center For Creative Studies	1	11.1
• Case Western Reserve University	1	11.1
• Grand Valley State University	1	11.1

Current:

Name of Curriculum	Major		Minor	
	Number	Percent	Number	Percent
• Accounting	1	8.3	0	0.0
• Management Information Systems	0	0.0	1	33.3
• Mechanical Engineering	2	16.7	0	0.0
• Psychology	1	8.3	0	0.0
• Religion Music	1	8.3	0	0.0
• Art Director	1	8.3	0	0.0
• Photography	0	0.0	1	33.3
• Public Relations	1	8.3	0	0.0
• English	1	8.3	0	0.0
• Art	1	8.3	0	0.0
• Philosophy	1	8.3	0	0.0
• Systems Control Engineering	1	8.3	0	0.0
• Biology	1	8.3	0	0.0
• Chemistry	0	0.0	1	33.3

Previous:

Name of Institution	Number	Percent
• Delta College	2	50.0
• Western Michigan University	1	25.0
• Saginaw Valley State University	1	25.0

Previous:

Name of Curriculum	Major		Minor	
	Number	Percent	Number	Percent
• Music	1	25.0	0	0.0
• Pre-Engineering	1	25.0	0	0.0
• Psychology	1	25.0	0	0.0
• Religion Music	1	25.0	0	0.0

APPENDIX B

	Number	Percent
5. Since graduation has your formal education been continuous or interrupted during the regular academic year? (Check one)		
____ 1. Continuous	8	88.9
____ 2. Interrupted ... If so, could you briefly describe what interrupted your studies?		
• Wanted to gain work experience and work toward english credit at a local community college	1	11.1
6. When do you anticipate receiving your baccalaureate degree? (Check one)		
____ 1. Spring, 1994	3	33.3
____ 2. Summer, 1994	0	0.0
____ 3. Fall, 1994	2	22.2
____ 4. Winter, 1994	0	0.0
____ 5. Spring, 1995	1	11.1
____ 6. Fall, 1995	1	11.1
____ 7. Spring, 1996	2	22.2
7. How well did the program at the Center for the Arts and Sciences (CAS) prepare you for your further academic studies? (Check one)		
____ 1. Excellent	5	55.6
____ 2. Good	3	33.3
____ 3. Fair	0	0.0
____ 4. Poor	0	0.0
____ 5. No response	1	11.1

8. If you are not attending a school, university, or college now but you have attended since graduation, what is the name of the institution(s)?

Name of Institution

Name of Curriculum	**Major**		**Minor**	
	Number	Percent	Number	Percent
_____	_____	_____.__	_____	_____.__

9. If you are currently attending a school, university, or college that awards a degree, towards what degree are you working? (Check one)

____ 1. Associate of Arts (A.A.)	0	0.0
____ 2. Bachelor of Science (B.S.)	5	62.5
____ 3. Bachelor of Arts (B.A.)	3	37.5
____ 4. Other: (Please specify)	0	0.0

		Number	Percent
10. What major field of study are you pursuing? (Check one)			
____	1. Business	1	11.1
____	2. Commercial Arts and Communication	2	22.2
____	3. Construction, Industrial, and Skill Trades	0	0.0
____	4. Education	0	0.0
____	5. Engineering and Architecture	3	33.3
____	6. Fine Arts and Letters	1	11.1
____	7. Law and Government	0	0.0
____	8. Medicine and Health Services	0	0.0
____	9. Science and Agriculture	1	11.1
____	10. Social Services	1	11.1
____	11. Transportation	0	0.0
____	12. Other: (Please specify)	0	0.0
11. If you have identified a field of study, how long have you been studying in this area? (Check one)			
____	1. Less than one year	0	0.0
____	2. One to two years	2	22.2
____	3. Two to three years	4	44.4
____	4. Four years	2	22.2
____	5. Since undergraduate institution	1	11.1
12. Do you plan to pursue an additional degree? (Check one)			
____	1. Yes	7	77.8
____	2. No (Please skip questions 13 and 14)	1	11.1
____	3. I don't know at this time. (Please skip questions 13 and 14)	1	11.1
13. If you checked yes to question 12, what degree do you ultimately wish to attain? (Check one)			
____	1. Bachelor of Arts of Science (B.A. or B.S.)	0	0.0
____	2. Master of Arts or Science (M.A. or M.S.)	1	14.3
____	3. Master of Fine Arts (M.F.A.)	1	14.3
____	4. Master of Business Administration (M.B.A.)	2	28.6
____	5. Master of Social Work (M.S.W.)	0	0.0
____	6. Doctor of Fine Arts (D.F.A.)	0	0.0
____	7. Juris Doctor (J.D.)	1	14.3
____	8. Doctor of Philosophy or Education Doctor (Ph.D. or Ed.D.)	1	14.3
____	9. Doctor of Medicine (M.D.)	0	0.0
____	10. Doctor in Psychology	1	14.3
14. If you checked yes to question 12, what will be your major area of study? (Please specify)			
•	Accounting	1	14.3
•	Psychology	1	14.3
•	Art Director for graphic communications commercial arts	1	14.3
•	Environmental Law	1	14.3
•	Art	1	14.3
•	Biochemistry and Molecular Biology	1	14.3
•	Business Administration	1	14.3

APPENDIX B

If you are attending a training program or pursuing additional education from an institution that does not issue a degree please answer questions 15-18, otherwise go to question 19.

	Number	Percent
15. What is your area of study? (Please specify)		
_____	0	0.0
16. How long have you been in this program?		
_____	0	0.0
17. Do you plan on entering a university or college after this program? (Check one)		
___ 1. Yes	0	0.0
___ 2. No (Please skip question 18)	0	0.0
___ 3. I don't know at this time (Please skip question 18)	0	0.0
18. If you answered yes to question 17, what major area of study will you pursue? (Please specify)		
_____	0	0.0
19. What type of job would you like to secure when you finish studying and/or graduate? (Check one)		
___ 1. Caring for people or animals	0	0.0
___ 2. Musical and entertainment activities	0	0.0
___ 3. Artistic work	2	22.2
___ 4. Communications work	1	11.1
___ 5. Promotional activities	0	0.0
___ 6. Number work	0	0.0
___ 7. Inspecting and measuring	0	0.0
___ 8. Clerical work	0	0.0
___ 9. Manual work	0	0.0
___ 10. Machine work	0	0.0
___ 11. Craftsmanship	1	11.1
___ 12. Skilled operation, repair, or installation of precision equipment	0	0.0
___ 13. Serving personal needs of people	2	22.2
___ 14. Providing skilled services for people	0	0.0
___ 15. Waiting on customers	0	0.0
___ 16. Selling and merchandising work	0	0.0
___ 17. Managerial work	1	11.1
___ 18. Teaching	1	11.1
___ 19. Engineering design	0	0.0
___ 20. Industrial Application Work	1	11.1
20. If you are currently employed, are you in the same general area you planned while in the CAS program? (Check one)		
___ 1. Yes ... If yes, answer questions 21, 22, and 23	3	33.3
___ 2. No ... If no, skip questions 21, 22, and 23	6	66.7

		Number	Percent
21.	Are you employed currently full-time (30 or more hours per week) and/or part-time (less than 30 hours per week)? (Check one)		
___	1. Full-time	2	66.7
___	2. Part-time	1	33.3
___	3. Both Full- and Part-time	0	0.0
22.	If you are currently employed, what is your current job category? (Check one)		
___	1. Caring for people or animals	0	0.0
___	2. Musical and entertainment activities	0	0.0
___	3. Artistic work	0	0.0
___	4. Communications work	0	0.0
___	5. Promotional activities	0	0.0
___	6. Number work	0	0.0
___	7. Inspecting and measuring	0	0.0
___	8. Clerical work	0	0.0
___	9. Manual work	0	0.0
___	10. Machine work	0	0.0
___	11. Craftsmanship	0	0.0
___	12. Skilled operation, repair, or installation of precision equipment	0	0.0
___	13. Serving personal needs of people	0	0.0
___	14. Providing skilled services for people	1	33.3
___	15. Waiting on customers	1	33.3
___	16. Selling and merchandising work	0	0.0
___	17. Managerial work	0	0.0
___	18. Teaching	0	0.0
___	19. Manufacturing	1	33.3
23.	Is what you are now **primarily** doing on the same career path you planned in high school? (Check one)		
___	1. Yes	2	66.7
___	2. No ... If no, why not?		
	• Moved to application work versus research	1	33.3
24.	What is the single most serious personal problem that you have met since graduation? (Check one)		
___	1. Unable to find significant activities where my creativity can be expressed	1	11.1
___	2. Unable to find friends or companions who stimulate me intellectually	0	0.0
___	3. Lacked the stamina to deal with the stigma or pressure of being intellectually or creatively superior	0	0.0
___	4. My immediate family's expectations for me are too high	0	0.0
___	5. I am worried that I will not be as successful as people (family, friends and/or past/ present educators) want me to be	1	11.1
___	6. I impose too much pressure on myself to succeed	4	44.4
___	7. I do not want to be intellectually or creatively superior	0	0.0
___	8. Money	1	11.1
___	9. No response	2	22.2

		Number	Percent
25.	If presently in a training program, school or college, what is the single most serious educational problem that you have met since graduation? (Check one)		
___	1. Lacked the necessary educational skills	0	0.0
___	2. Prejudice and/or discrimination (e.g., sex, race, age, etc.)	1	11.1
___	3. Unable to establish goals	0	0.0
___	4. Unable to establish a plan	0	0.0
___	5. Unable to follow plans to accomplish goals	0	0.0
___	6. Disappointed with choice of school or educational program	1	11.1
___	7. Hard program at a hard school	1	11.1
___	8. Self discipline in studies	1	11.1
___	9. No comment	2	22.2
___	10. No educational problem	3	33.3

26. What course or courses of study did you follow while at the CAS and indicate the number of years you pursued each? (Check as many as apply and indicate the number of years for each.)

		Average Number of Years		
___	1. Visual arts	2.5	2	18.2
___	2. Dance	1.0	1	9.1
___	3. Global studies	0.0	0	0.0
___	4. Language arts	0.0	0	0.0
___	5. Mathematics/science	4.0	5	45.5
___	6. Instrumental music	1.8	2	18.2
___	7. Voice/keyboard	0.0	0	0.0
___	8. Theatre	0.5	1	9.1

27. While in the CAS program did your course of study change? (For example: You entered the program in math/science and later changed to instrumental music.) (Check one)

___	1. Yes	2	22.2
___	2. No (If no, skip question 28)	7	77.8

28. If you changed your course of study were you satisfied with the change? (Check one)

___	1. Yes	1	50.0
___	2. No ... Briefly explain why not.		
	• The 7th grade teacher played favorites, I was not one of them and dropped out of the center but I went back in the 12th grade to the voice program.	1	50.0

		Number	Percent
29.	How would you best describe your **present** involvement in any social, service, professional, or civic activities? (Check one)		
____	1. I am involved in many activities	6	66.7
____	2. I am involved in a fair amount (over 2) of activities	1	11.1
____	3. My activities are few (1 or 2) in number	2	22.2
____	4. I am not involved in any activities	0	0.0
30.	While in the CAS program how would you describe your participation in out-of-school activities either at the CAS and/or at your home school? (Check one)		
____	1. I was involved in a large number of activities (5 or more)*	2	22.2
____	2. I was involved in some activities (3 or 4)*	6	66.7
____	3. I was involved in basically 1 or 2 activities*	1	11.1
____	4. I was not involved in any out-of-school activities**	0	0.0

*If you answered 1, 2, or 3, please skip question 31.
**If you checked 4, please answer question 31.

31.	Which answer best describes why you were **not** involved in any out-of-school activities? (Check one)		
____	1. My academic schedule did not permit me to spend time with out-of-school activities	0	0.0
____	2. At the time no out-of-school activities were of interest to me	0	0.0
____	3. I had responsibilities at home which came first	0	0.0
____	4. I had a part-time job	0	0.0
____	5. My parents did not permit me to get involved in any out-of-school activities	0	0.0
____	6. No one encouraged or recommended that I become involved in any out-of-school activities	0	0.0
____	7. I never really thought about getting involved	0	0.0
____	8. Other: (Please explain)	0	0.0

32. From your perspective, list two or more major strengths of the CAS program.

	Number
• Helps prepare for college	5
• Helps promote creativity/motivational environment	4
• The ability to interact with others of my intelligence level	2
• Dedication of the teachers	2
• Open minded people	1
• Learning self discipline	1
• The ability to experience things outside of the classroom	1
• Attention given to material covered in a year	1
• Gives kids the opportunity to excel to what we do best	1
• Great push to succeed	1

33. From your perspective, please list two or more ways the CAS program could be improved. Be specific!

• More interaction between the different departments	1
• Not as many restrictions on our goals	1
• An easier transportation system for out-of-town schools	1
• Have a reunion of past graduates or a newsletter so students know where their classmates are	1
• Restrict academic level of students accepted, boost admission requirements	1
• Update music	1
• CAS should be promoted more throughout the Tri-Cities	1
• Upgrade computer facilities and education	1
• Encourage students to enter extra-curricular activities at the home school	1
• End school at the same time as regular high school to facilitate student environment	1
• Get rid of the National Issues Forum. It was a waste of time	1
• Increased lab experience and exposure within the sciences	1
• Encourage students to work together in groups	1
• No comment	

34. Briefly specify what you plan to be doing professionally in ten years.

• I plan on having my masters degree in accounting and to have passed the CPA exam. Hopefully I will be working with an accounting firm in the ntermediate or advanced level.	1
• Engineering in the auto industry.	1
• Working in the field of Psychology, directing a church choir, probably for Hispanic children.	1
• I hope to have been a major contributor in a large design firm or agency and have an established a career in film production and directing.	1
• Controls engineering in an industrial setting.	1
• Receive my Ph.D. in Biochemistry and Molecular Biology from Louisiana State University. I then plan to do post-doctoral work in order to prepare myself for a career of college level teaching.	1
• Plan on being a middle/upper level manager for a successful corporation within the automotive industry.	1

Top 10 Reasons

to attend the

CAS

BEST COPY AVAILABLE

Center for the Arts & Sciences
PROGRAM GUIDE
1993-1994

A Unique Program

One of the most difficult challenges we have is trying to explain the Center for the Arts and Sciences through the written word. To be fully understood, the academic, visual arts and performing arts programs at the Center should be experienced.

This C.A.S. Program Guide, however, is a valuable document for both students and parents. The C.A.S. staff has prepared this publication to acquaint you with the variety of programs offered to secondary students in Saginaw County and the surrounding areas. On the following pages, you will find course descriptions and goals for each program along with course credit information, student eligibility requirements, application procedures and other general information.

In the twelve years the Center for the Arts and Sciences has been in existence, it has earned a national reputation for excellence. We in the School District of the City of Saginaw are pleased with what we have accomplished at the C.A.S. and the tradition of excellence we have established. We are also proud of our students, whose accomplishments have been impressive.

We see nothing but good things ahead as we meet our goal of providing program options for all students.

Foster B. Gibbs

Foster B. Gibbs, Ph.D.
Superintendent

Gene P. Nuckolls

Gene P. Nuckolls
Assistant Superintendent
Secondary Education

Keith H. Birdsall

Keith H. Birdsall
Director

Philosophy

The Center for the Arts and Sciences exists to expand and enhance the learning opportunities and accomplishments of the gifted/talented student. By providing a unique learning environment with a differentiated instructional design and expectations, the Center challenges the superior potential of students in the areas of general intellectual ability, creative and productive thinking, visual and performing arts, specific academic aptitude, and leadership.

Furthermore, the Center is committed to encouraging the fullest emotional and mental development of C.A.S. learners by recognizing the students' unique developmental needs, cognitive abilities, and learning styles. Working collaboratively, the staff provides diverse opportunities for the fulfillment of the learner's strengths, talents, and interests, believing that each student has the potential to become an independent, creatively productive contributor to society.

Student Eligibility

All Center for the Arts and Sciences programs are open to students from throughout Saginaw County and surrounding areas.

Students who have an interest in the C.A.S. must complete all entrance requirements. Applications must be filed along with transcripts of grades and letters of recommendation. In addition, all applicants will be tested with the appropriate level of a nationally standardized ability test. Factors that weigh in acceptance include past academic record, attendance, citizenship, and interest.

Students who apply for any of the performing arts - dance, theatre, voice/keyboard, must also complete an audition in the area of their interests. Visual arts applicants are required to submit a portfolio of their work for evaluation, as well as to participate in a brief drawing exercise.

Students applying for language arts may be required to submit a writing sample.

Further information and/or application forms may be obtained by calling the C.A.S. at 759-3610 or stopping at the C.A.S. office in the Ruben Daniels Lifelong Learning Center, 115 West Genesee Avenue.

1 Dance

General Course Description

The dance program is designed to enable each student to discover his/her own capacity for ideas, thoughts, and feelings using a working knowledge of dance technique and vocabulary. A strong emphasis is placed on developing the discipline and responsibility involved in learning dance technique, in performing, and in choreographing.

Students will use and enhance their speaking and writing abilities when learning about current dance topics, dance history, careers in dance and nutrition. The study of anatomy, physiology and kinesiology is included in the dance program.

The class also consists of film and video, guest artists, field trips, performances, and research projects. The development of creative freedom and self-confidence is nurtured within the individual student. As the student gains experience, knowledge, and confidence, he/she will take more responsibility for learning and for the teaching and assisting of others.

Specific areas are repeated from year to year due to the need for continued reinforcement of basic technique.

Program Goals

1. The student is able to demonstrate a working knowledge of the creative process.
2. The student recognizes dance as an art form and is able to demonstrate many types of dance including modern, ballet, character, jazz, and ethnic.
3. The student develops strong basic technique.
4. The student develops correct body alignment and placement.
5. The student is able to demonstrate the choreographic process using elements of dance composition.
6. The student participates in performances in a variety of settings thereby gaining educational experience and dance performance composure with school, community, and concert audiences.
7. The student is able to demonstrate a knowledge of human anatomy and physiology.
8. The student recognizes the interrelationship between dance and other art forms.
9. The student is knowledgeable of career opportunities in the field of dance and current events in dance.
10. The student is knowledgeable of dance history.
11. The student is able to analyze and evaluate dance performances.
12. The student is able to demonstrate knowledge of effective teaching techniques using material learned and/or created.
13. The student is able to interact creatively and productively with others in the community.

2 Global Studies

General Course Description

The global studies program promotes a lifelong growth in the understanding, awareness, and appreciation of the world community and the interdependency of its people and system - social, cultural, racial, economic, political, artistic, linguistic, technological, ecological religious, and historical.

Basic to the program is the acquisition of knowledge, skills and attributes that lead to the implementation and application of global perspective which enables the student to become an effective and responsible participant in the present and future global system.

The program is designed to develop the student's adaptation to a world-centered perspective by emphasizing major social processes and problems of a global society and the critical issues caused by scientific and technological advances and their potential effects on the planet earth. Through study and application, students strive for just, peaceful and creative solutions to world problems. The six-year global studies curriculum facilitates the acquisition of essential learnings (goals) through its student-centered and process/project orientation. Students new to the program are placed at levels equal to their previous experiences and knowledge, and will progress according to their ability to achieve goals and master skills not yet attained.

Program Goals

1. The student will demonstrate competence in the use of social studies skills.
2. The student recognizes, understands and appreciates the increased interaction between societies, resulting in global culture which exists along with an array of distinctive local, national, and regional cultures.
3. The student is able to demonstrate a basic knowledge of various cultures of the world and their geographic, cultural, racial, linguistic, economic, political, historical, artistic, scientific/ technological and religious characteristics.
4. The student is knowledgeable of the increasing impact of human activity upon the planet's ecosystem and the growing constraints in human activity by the limits of the system.
5. The student will develop a personal value and behavior system based on an expanding global consciousness which enhances his/ her identity as a member of the human species, as an inhabitant of planet earth, and as a participant in the global system.
6. The student is aware of the incorporation of local, regional, and national economics into a worldwide economy.
7. The student understands the emergence of a worldwide international system which is eroding the traditional boundaries between domestic and international politics.
8. The student will vigorously promote justice as presently outlined in such documents as the United Nations Declaration of Human Rights.
9. The student knows the evolution of global systems of communication and transportation.
10. The student will exhibit substantial growth in the art of just, creative, and peaceful management and resolution of human conflict.
11. The student is able to identify, explore and articulate solutions for global problems and plan for alternative futures.
12. The student is cognizant of the vast career opportunities available to a competent, world-minded person.
13. The student will master basic computer skills as they relate to advanced research capabilities and social science problem-solving opportunities.

3 Language Arts

General Course Description

The language arts program is designed to challenge the students' interests and skills in reading, writing, speaking, and listening. It is assumed that students have a basic knowledge of the linguistic and grammatical conventions of the English language and are therefore able to develop poise and confidence in the various language activities. **A writing sample may be required.**

Students are expected to use creative approaches to the study of literature and practice of writing. They will read and write often, exploring a variety genre and will demonstrate fluency in the writing of poetry. Writing assignments focus on the writing of narrative, poems, plays, and critical responses to literature, including essays in exposition and argument. Reading assignments include drama, poetry, biography, autobiography, narrative fiction, myth, legend, and folk tales.

Students participate in class discussion, writing workshop, peer conferences, field trips, and inter-department collaborations. Training in word processing and computer availability provide added dimensions to their study of language. Classroom guests often include professionals whose careers depend upon language proficiency. Students are also provided the opportunity to submit their writing to ICONS and to serve as staff members through application.

Program Goals

1. The student is able to read critically and evaluatively, recognizing implications and assumptions.
2. The student is knowledgeable of a number of literary genres.
3. The student demonstrates the ability to read literature analytically, with understanding, interest, and a sense of inquiry.
4. The student demonstrates the ability to respond to literature actively and imaginatively.
5. The student demonstrates the knowledge of how to use reference materials.
6. The student recognizes the different purposes and methods of writing, identifies a writer's point of view and tone, and interprets a writer's meaning inferentially and literally.
7. The student recognizes that writing is a process, a way of collecting information and formulating ideas, drafting, and revising what has been written.
8. The student demonstrates skill in using the conventions of standard written and spoken English.
9. The student demonstrates the ability to write appropriately for different occasions, audiences, purposes and in a variety of genre.
10. The student recognizes the importance of the role of both a speaker and listener in classroom discussions, lectures, and presentations.
11. The student will use the computer for word processing and collection and retrieval of information.
12. The student is knowledgeable of career choices related to language arts.
13. The student understands the interdisciplinary relationship of the arts and academic areas.
14. The student demonstrates knowledge of cultural diversity through the study of world literature.

4 Math/Science

General Course Description

The mathematics/science program is designed to integrate mathematics and science. This unified approach treats mathematics both as a discipline and as a language of science. Students need not only to know scientific facts and concepts, but also to understand the fundamentals of how these new scientific facts are established.

Competence in both mathematics and science in today's society requires competence in computers as well.

The above philosophy requires a flexible and, frequently, non-traditional curriculum. It provides a framework for the learning goals that will follow. These goals reflect a student's total experience in the math/science program.*

While specific goals may be listed once, they are retaught and reinforced throughout the program.

* **STUDENT'S ENTRY LEVEL PLACEMENT WILL DEPEND ON PAST EXPERIENCES AND PRESENT ABILITY.**

Program Goals

1. The student is able to recognize and apply appropriate mathematics techniques to scientific and other real problems.
2. The student recognizes and successfully uses the language, notation, operations, and deductive method of mathematics.
3. The student is able to organize, interpret and communicate data gathered from observations of nature.
4. The student uses in-depth knowledge of the methods and concepts of algebra, geometry, trigonometry functions, calculus, and advanced topics.
5. The student will use computers to receive, organize, store, analyze, display, and interpret information.
6. The student is able to demonstrate detailed knowledge in physics, chemistry, biology, earth science, and advanced topics in science.
7. The student is able to gather and utilize information through a variety of sources including laboratory and field experiences, resource people, and library research.
8. The student is knowledgeable of career choices related to the math/science area.
9. The student is able to participate successfully in science and mathematics competitions.

5 Theatre

General Course Description

The theatre arts course is specifically designed to mirror the creative theatrical production process which encompasses acting, directing, design, and communications.

As students gain experience, they will serve not only as role models, but also as teaching assistants in the apprenticeship process.

Competence requires that students are knowledgeable, versatile, extremely self-disciplined, and creative theatre people who will become a welcome asset to any school, college, community, or professional theatre program.

Specific areas are repeated from year to year due to the need for continued reinforcement of the basic techniques.

Program Goals

1. The student will demonstrate knowledge of theatre history, including major trends and genre, as well as their impact on the modern theatre.
2. The student can discuss the relationship of theatre to the other art forms.
3. The student is able to recognize and demonstrate performance techniques and styles.
4. The student is able to demonstrate a knowledge of the entire collaboration of stage direction and the technical processes.
5. The student is able to facilitate interdisciplinary projects within the system.
6. The student is knowledgeable of the major trends and genre in British and American dramatic literature.
7. The student is able to demonstrate the synthesis of body, voice and intention of the actor.
8. The student-operated repertory and associate companies participate in and produce touring as well as major in-house productions.
9. The student is able to demonstrate use of proscenium, thrust, $^{3}/_{4}$ round and full arena techniques.
10. The student is able to speak and write in an organized, individual and creative manner.
11. The student has researched career choices related to the allied theatre arts as well as the diverse related career options; i.e., media, advertising, design, and communications.
12. Through field trips and exposure to other artists and programs, the student is able to expand his creative and discriminative skills.
13. The student is able to set up and creatively operate television and sound equipment, to include recording and editing.
14. The student is able to interact creatively and productively with other students, faculty, and within the community.
15. The student is able to demonstrate a shared responsibility for his education and his changing roles in the teacher/apprenticeship program through independent study and research programs.
16. The student is able to demonstrate a growing awareness and appreciation for the performing arts as a contributing, supportive audience member.

6 Visual Arts

General Course Description

The visual arts program is designed to allow students to explore varied available two and three dimensional media. New students enrolled in the morning classes will study both two and three dimensional art under the guidance of both instructors. Students in the afternoon classes will elect to be enrolled in either 2-D or 3-D.

Afternoon students choosing visual arts 2-D will experience drawing, painting, black and white and color photography, various fiber arts, printmaking, and stained glass.

Visual Arts 3-D explores the world of art in the round. Students develop skills in the media of sculpture, pottery and jewelry as well as computer graphics. Students also will be exposed to the basic concepts of spatial organization.

Sensitivity to aesthetic concepts is necessary for the development of more knowledgeable consumers as well as providing a strong background for students anticipating a career in art or an art related field.

This course will develop within each student the highest degree of artistic achievement possible. Emphasis will be placed on individuality, correlation between disciplines, and a sense of culture. Specific areas are repeated more than once due to the need for continual experimentation in order to develop a greater mastery, and personal style.

Candidates applying for the visual arts program must complete all entrance requirements as well as submit a portfolio containing at least five original pieces representative of their most creative artwork.

Applicants will also be required to produce a drawing monitored by the C.A.S. instructors.

Program Goals

1. The student will be able to recognize and successfully demonstrate the basic techniques of all available media which will lead eventually to advanced media experience.
2. The student will be able to successfully use the language, as well as apply the basic design concepts.
3. The student will have prolonged contact with instructors who will monitor his/her progress.
4. The student will be able to systematically develop ideas from research to be applied to varied media.
5. The student will demonstrate the ordered sequence of construction in 2-D and 3-D projects.
6. The student will learn the artists of prior eras and centuries through lecture and reading and will be able to analyze verbally and in writing the content and style of their work.
7. The student will demonstrate the ability to interact with students of comparable abilities.
8. The student will learn to gather ideas and inspiration from every source available to him/her, demonstrate this verbally, in writing and/or through art production.
9. The student will demonstrate a knowledge of the career choices related to the visual arts.
10. The student may be given opportunities to visit museums, both locally and within the state.

7 Voice/Keyboard

General Course Description

The voice/keyboard program consists of a variety of musical experiences including vocal, and piano keyboard, and tonechime instruction, theory, music history and appreciation, choreography, and performance. These experiences should help develop the singing voice and broaden the musicianship for each individual in class. The intent of the program is to develop appreciation and knowledge of music and the arts, to prepare for future study in college, to gain skills for a career, to help students use their special talents and to enrich their lives through the arts.

All goals will be retaught and reinforced throughout the program. Voice, keyboard, and theory goals are individualized according to abilities.

Program Goals

1. The student demonstrates proper vocal performance techniques.
2. The student demonstrates proficiency in piano keyboard technique.
3. The student demonstrates understanding of music theory.
4. The student is knowledgeable of music history and appreciation.
5. The student participates in many public performances for a variety of audiences.
6. The student demonstrates proper attitude and interest in the development of his/her abilities.
7. The student is knowledgeable of careers in music and related arts.
8. The student participates in independent research and study experiences.
9. The student is knowledgeable of music performance and careers through field trips and visits by resource people in music and related arts.
10. The student develops the ability to interact with other disciplines.
11. The student demonstrates proficiency in learning choreography.
12. The student demonstrates skills developing self-confidence and self-discipline.
13. The student develops the ability to create and to appreciate the creations of others, thus developing meaningful intergroup relationships.
14. The student demonstrates the correlation of music with other arts and academic classes.
15. The student is knowledgeable of the meaning of his/her activities and studies.
16. The advanced student demonstrates use of a computer for music-related information.
17. The advanced piano student demonstrates proficiency in piano pedagogy.
18. The advanced theory student is knowledgeable of composition.
19. The student demonstrates proficiency in playing tonechimes.

8 Counseling Service

General Description

Support services at the Center for the Arts and Sciences include a counseling service designed to assist students in the transition from middle school or high school to a part-time specialized program at the Center for the Arts and Sciences. It serves as a liaison between the home school administration, counselor, teachers and parents and the Center for the Arts and Sciences in areas such as application and admittance to a Center for the Arts and Sciences program, scheduling and transfer of grades, as well as meeting the personal, emotional, social, and academic needs of students. A library of college catalogues and career information especially attuned to the area of the arts and sciences is available to students.

Program Goals

The students and parents will be able to:

1. Evaluate the student's abilities, needs, and interests and thus make a choice of program at the Center for the Arts and Sciences.
2. Coordinate Center for the Arts and Sciences and home school programs, grades, and credits.
3. Provide services for students relative to personal, behavioral, attendance and academic problems.
4. Provide information and consultation services to staff regarding students needing counseling services.
5. Participate in planning the student's total secondary school program as well as explore career choices.
6. Utilize school and community agencies for referrals to meet special needs of students.

9 Living Arts

General Description

The Center for the Arts and Sciences is committed to the challenging task of providing a multidimensional atmosphere for its creative and academically talented students. It recognizes that it must offer a qualitatively different program from the basic curriculum, and that this program must provide opportunities for students to study creative processes and creative people.

The Center's Living Arts program is an example of strategy designed to promote art, in all its forms, as a functional and important part of an individual's life. All students, regardless of their major area of interest and concentration, participate in a series of lectures, demonstrations and performances in order to develop their talents as both creative producers and intelligent consumers of artistic and scientific endeavors. Written student evaluations of each presentation help the coordinator formulate future program content.

Through programs conceived and presented by students themselves and through exposure to the creative ideas and skills of staff members or visiting experts and artists, Living Arts establishes a rich climate of understanding and appreciation for the creative connections among the arts, sciences and humanities.

Program Goals

1. Students will have first-hand contact with creative individuals in the arts, sciences and humanities.

2. Students will develop and apply audience listening, observation and discussion skills.

3. Students will have opportunities to question presenters regarding educational preparation and career options in their respective fields.

4. Students will have opportunities to interact with C.A.S. students, staff and guests in disciplines other than their own.

5. Students may perform or demonstrate skills in their own or other disciplines for an audience of their peers.

6. Students will have opportunities to express written or verbal reactions, perceptions and evaluation of Living Arts presentations.

10 Media Center

General Description

The Media Center functions as a support service to students and teachers in the entire Ruben Daniels Lifelong Learning Center complex. Its goal is to provide up-to-date materials and facilities for use in all areas of study, as well as those geared to individual interests. This includes audio-visual and computers as well as printed materials.

A unit in research skills is provided for all new Center for the Arts and Sciences students who fail to score 80 on above on a pre-test of library skills. Emphasis in this unit is on familiarizing the student with standard reference materials which will be useful in doing research. In five classroom sessions in the Media Center, students are introduced to call numbers, use of the card catalog, practice in using **Reader's Guide to Periodical Literature**, and how to search a computer data base. During these sessions, students are shown a variety of reference tools which they are expected to use to complete the unit. Following the final class session, they have two weeks to complete a booklet which requires the use of these same reference tools. **This unit is a requirement of the Center for the Arts and Sciences program.**

Research Skills Program Goals

1. The student will become more independent in locating and using library materials.

2. The student will be able to use a card catalog to locate needed items.

3. The student will demonstrate the ability to use **Reader's Guide to Periodical Literature**, **Newsbank** and **Pro Quest** in finding magazine and newspaper articles.

4. The student will have practice in constructing a short bibliography.

5. The student will encounter and become aware of the existence of various standard reference sources such as:

World Almanac and Book of Facts
Almanac of Famous People
Bartlett's Familiar Quotations
Current Biography
The Home Book of Quotations
Granger's Index to Poetry
Facts on File
Webster's Geographical Dictionary

Computer data bases

Recommended Course Equivalencies

CAS Course	Sem.	Credit	Sec. School Course	Sem.	Credit
DANCE	1 - 12	2 1/2	Physical Education	1	*1/2
GLOBAL STUDIES	1 & 2	2 1/2	Eastern Hemisphere: History, People, Geography	2	1
	3 & 4	2 1/2	Practical Law	1	1/2
			Consumer Economics	1	1/2
			Media/Library Skills	1	1/2
	5 & 6	2 1/2	U.S. History	1 & 2	1
			U.S. Geography	1	1/2
	7 & 8	2 1/2	U.S. History	3 & 4	1
			Western Civilization	1 & 2	1
			Consumer Economics	1	1/2
			World Geography	1 & 2	1
	9 & 10	2 1/2	American Government	1	1/2
			Economics	1	1/2
			Sociology	1	1/2
			Psychology	1	1/2
			State and Local History	1	1/2
			Minority Studies	1	1/2
	11 & 12	2 1/2	Advanced Economics	1	1/2
LANGUAGE ARTS			**(Required)**		
	1 & 2	2 1/2	English 7	1 & 2	1
	3 & 4	2 1/2	English 8	1 & 2	1
	5 & 6	2 1/2	English 9	1 & 2	1
	7 & 8	2 1/2	American Lit./Comp.	1 & 2	1
	9 & 10	2 1/2	English Lit./Comp.	1 & 2	1
			College Writing 1	1	1/2
	11 & 12	2 1/2	World Lit./Comp.	1 & 2	1
			College Writing 2	1	1/2
			(Elective)		
	3 & 4	2 1/2	Writing Workshop	1	1/2
	9 & 10	2 1/2	Mythology	1	1/2
			Creative Writing	1	1/2
			Black Literature	1	1/2
			20th Century American Novels	1	1/2
			Report Writing	1	1/2

Wherever appropriate, Advanced Placement course descriptions and AP materials are made available in an attempt to assist interested students in preparing for AP examinations.

* Recommended equivalency of 1/2 unit at both 6th and 9th grade levels.

Note: No more than 2 1/2 units of equivalency credit may be granted for any one (1) year's CAS experience.

Recommended Course Equivalencies

CAS Course	Sem.	Credit	Sec. School Course	Sem.	Credit
MATH/SCIENCE	1 & 2	2 1/2	Algebra	1 & 2	1
			Earth Science or Physical Science	1 & 2	1
			Intro. to Computers	1	1/2
	3 & 4	2 1/2	Geometry	1 & 2	1
			Physical Science or Earth Science	1 & 2	1
			Computer Programming (BASIC)	1 & 2	1
	5 & 6	2 1/2	Algebra/Trigonometry	3 & 4	1
			Biology	1 & 2	1
	7 & 8	2 1/2	Pre-Calculus	1 & 2	1
			Chemistry or Physics or Advanced Biology	1 & 2	1
	9 & 10	2 1/2	Calculus	1 & 2	1
			Physics or Chemistry or Advanced Biology	1 & 2	1
	11 & 12	2 1/2	Students' programs will be individualized on the basis of achievement, needs, & interest.		
THEATRE	1 & 2	2 1/2	Physical Education	1	*1/2
	3 & 4	2 1/2	Drama I, II	2	1
			Public Speaking	1	1/2
	5 & 6	2 1/2	Media: Audio Visual	1	1/2
	9 & 10	2 1/2	Creative Writing	1	1/2
VISUAL ARTS	1 & 2	2 1/2	City Middle School Art - 7th	1 & 2	1
	1 & 2	2 1/2	City Middle School Art - 8th	1 & 2	1
	1	1 1/4	A.H.H.S. - Ceramics	1	1/2
	3	1 1/4	A.H.H.S. - Crafts	1	1/2
	1	1 1/4	A.H.H.S. - Arts & Crafts	1	1/2
	1 & 2	2 1/2	A.H.H.S. - General Art	1 & 2	1
	1 & 2	2 1/2	S.H.S. - General Art	1 & 2	1
	3 & 4	2 1/2	S.H.S. - Advanced Art	1 & 2	1
	5 & 6	2 1/2	Studio Art I	1	1/2
	7 & 8	2 1/2	Studio Art II	1	1/2
	9 - 12		Students' programs will be individualized based on needs, abilities, and interests.		
VOICE/ KEYBOARD	1 - 12	2 1/2	Intro Vocal Music (6-8 grade)	2	1
	7 - 12	2 1/2	Mixed Choir	2	1
	7 - 12	2 1/2	Concert Choir	2	1
	7 - 12	2 1/2	Music Appreciation	1	1/2
	1 - 12	2 1/2	Vocal Music (6-12 grade)	1	1/2

* Recommended equivalency of 1/2 unit at both 7th and 9th grade levels.

Saginaw Board of Education

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Non-Discriminatory Policy

It is the policy of the Board of Education and the School District not to unlawfully discriminate on the basis of handicap, race, religion, national origin, sex, age, marital status, height or weight. The District reaffirms its policy to comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Elliott-Larsen Civil Rights Act, the Michigan Handicappers' Civil Rights Act, the Americans With Disabilities Act of 1990, and all other applicable Federal and State laws and regulations prohibiting discrimination.

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Top 11 Reasons

to attend the

CAS

Center for the Arts & Sciences

PROGRAM GUIDE

1994-1995

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A Unique Program

One of the most difficult challenges we have is trying to explain the Center for the Arts and Sciences through the written word. To be fully understood, the academic, visual arts and performing arts programs at the Center should be experienced.

This C.A.S. Program Guide, however, is a valuable document for both students and parents. The C.A.S. staff has prepared this publication to acquaint you with the variety of programs offered to secondary students in Saginaw County and the surrounding areas. On the following pages, you will find course descriptions and goals for each program along with course credit information, student eligibility requirements, application procedures and other general information.

In the thirteen years the Center for the Arts and Sciences has been in existence, it has earned a national reputation for excellence. We in the School District of the City of Saginaw are pleased with what we have accomplished at the C.A.S. and the tradition of excellence we have established. We are also proud of our students, whose accomplishments have been impressive.

We see nothing but good things ahead as we meet our goal of providing program options for all students.

Foster B. Gibbs

Foster B. Gibbs, Ph.D.
Superintendent

Gene P. Nuckolls

Gene P. Nuckolls
Assistant Superintendent
Secondary Education

Keith H. Birdsall

Keith H. Birdsall
Director

Philosophy

The Center for the Arts and Sciences exists to expand and enhance the learning opportunities and accomplishments of the gifted/talented student. By providing a unique learning environment with a differentiated instructional design and expectations, the Center challenges the superior potential of students in the areas of general intellectual ability, creative and productive thinking, visual and performing arts, specific academic aptitude, and leadership.

Furthermore, the Center is committed to encouraging the fullest emotional and mental development of C.A.S. learners by recognizing the students' unique developmental needs, cognitive abilities, and learning styles. Working collaboratively, the staff provides diverse opportunities for the fulfillment of the learner's strengths, talents, and interests, believing that each student has the potential to become an independent, creatively productive contributor to society.

Student Eligibility

All Center for the Arts and Sciences programs are open to students from Saginaw County and surrounding areas.

Students who have an interest in the C.A.S. must complete all entrance requirements. Applications must be filed along with transcripts of grades and letters of recommendation. In addition, all applicants will be tested with the appropriate level of a nationally standardized ability test. Factors that weigh in acceptance include past academic record, attendance, citizenship, and interest.

Students who apply for any of the performing arts - dance, theatre, voice/keyboard, must also complete an audition in the area of their interests. Visual arts applicants are required to submit a portfolio of their work for evaluation, as well as to participate in a brief drawing exercise.

Students applying for language arts may be required to submit a writing sample.

Further information and/or application forms may be obtained by calling the C.A.S. at 759-3610 or stopping at the C.A.S. office in the Ruben Daniels Lifelong Learning Center, 115 West Genesee Avenue, Saginaw.

1 Dance

General Course Description

The dance program is open to students in grades 6 through 12 and is designed to enable each student to discover his/her own capacity for ideas, thoughts, and feelings using a working knowledge of dance technique and vocabulary. A strong emphasis is placed on developing the discipline and responsibility involved in learning dance technique, in performing, and in choreographing.

Students will use and enhance their speaking and writing abilities when learning about current dance topics, dance history, careers in dance and nutrition. The study of anatomy, physiology and kinesiology is included in the dance program.

The class also consists of film and video, guest artists, field trips, performances, and research projects. The development of creative freedom and self-confidence is nurtured within the individual student. As the student gains experience, knowledge, and confidence, he/she will take more responsibility for learning and for the teaching and assisting of others.

Specific areas are repeated from year to year due to the need for continued reinforcement of basic technique.

Program Goals

1. The student is able to demonstrate a working knowledge of the creative process.
2. The student recognizes dance as an art form and is able to demonstrate many types of dance including modern, ballet, character, jazz, and ethnic.
3. The student develops strong basic technique.
4. The student develops correct body alignment and placement.
5. The student is able to demonstrate the choreographic process using elements of dance composition.
6. The student participates in performances in a variety of settings thereby gaining educational experience and dance performance composure with school, community, and concert audiences.
7. The student is able to demonstrate a knowledge of human anatomy and physiology.
8. The student achieves a high level of body fitness.
9. The student recognizes the interrelationship between dance and other art forms.
10. The student is knowledgeable of career opportunities in the field of dance and current events in dance.
11. The student is knowledgeable of dance history.
12. The student is able to analyze and evaluate dance performances.
13. The student is able to demonstrate knowledge of effective teaching techniques using material learned and/or created.
14. The student is able to interact creatively and productively with others in the community.

2 Global Studies

General Course Description

The global studies program promotes a lifelong growth in the understanding, awareness, and appreciation of the world community and the interdependency of its people and system - social, cultural, racial, economic, political, artistic, linguistic, technological, ecological religious, and historical.

Basic to the program is the acquisition of knowledge, skills and attributes that lead to the implementation and application of global perspective which enables the student to become an effective and responsible participant in the present and future global system.

The program is designed to develop the student's adaptation to a world-centered perspective by emphasizing major social processes and problems of a global society and the critical issues caused by scientific and technological advances and their potential effects on the planet earth. Through study and application, students strive for just, peaceful and creative solutions to world problems. The six-year global studies curriculum facilitates the acquisition of essential learnings (goals) through its student-centered and process/project orientation. Students new to the program are placed at levels equal to their previous experiences and knowledge, and will progress according to their ability to achieve goals and master skills not yet attained.

Program Goals

1. The student will demonstrate competence in the use of social studies skills.
2. The student recognizes, understands and appreciates the increased interaction between societies, resulting in global culture which exists along with an array of distinctive local, national, and regional cultures.
3. The student is able to demonstrate a basic knowledge of various cultures of the world and their geographic, cultural, racial, linguistic, economic, political, historical, artistic, and scientific/ technological characteristics.
4. The student is knowledgeable of the increasing impact of human activity upon the planet's ecosystem and the growing constraints in human activity by the limits of the system.
5. The student will develop a personal value and behavior system based on an expanding global consciousness which enhances his/ her identity as a member of the human species, as an inhabitant of planet earth, and as a participant in the global system.
6. The student is aware of the incorporation of local, regional, and national economics into a worldwide economy.
7. The student understands the emergence of a worldwide international system which is eroding the traditional boundaries between domestic and international politics.
8. The student will vigorously promote justice as presently outlined in such documents as the United Nations Declaration of Human Rights.
9. The student knows the evolution of global systems of communication and transportation.
10. The student will exhibit substantial growth in the art of just, creative, and peaceful management and resolution of human conflict.
11. The student is able to identify, explore and articulate solutions for global problems and plan for alternative futures.
12. The student is cognizant of the vast career opportunities available to a competent, world-minded person.
13. The student will master basic computer skills as they relate to advanced research capabilities and social science problem-solving opportunities.

Language Arts

General Course Description

The language arts program is designed to challenge the students' interests and skills in reading, writing, speaking, and listening. It is assumed that students have a basic knowledge of the linguistic and grammatical conventions of the English language and are therefore able to develop poise and confidence in the various language activities. **A writing sample may be required.**

Students are expected to use creative approaches to the study of literature and practice of writing. They will read and write often, exploring a variety of genre and will demonstrate fluency in the writing of poetry. Writing assignments focus on the writing of narrative, poems, plays, and critical responses to literature, including essays in exposition and argument. Reading assignments include drama, poetry, biography, autobiography, narrative fiction, myth, legend, and folk tales.

Students participate in class discussion, writing workshop, peer conferences, field trips, and inter-department collaborations. Training in word processing and computer availability provide added dimensions to their study of language. Classroom guests often include professionals whose careers depend upon language proficiency. Students are also provided the opportunity to submit their writing to ICONS and to serve as staff members through application.

Program Goals

1. The student is able to read critically and evaluatively, recognizing implications and assumptions.
2. The student is knowledgeable of a number of literary genres.
3. The student demonstrates the ability to read literature analytically, with understanding, interest, and a sense of inquiry.
4. The student demonstrates the ability to respond to literature actively and imaginatively.
5. The student demonstrates the knowledge of how to use reference materials.
6. The student recognizes the different purposes and methods of writing, identifies a writer's point of view and tone, and interprets a writer's meaning inferentially and literally.
7. The student recognizes that writing is a process, a way of collecting information and formulating ideas, drafting, and revising what has been written.
8. The student demonstrates skill in using the conventions of standard written and spoken English.
9. The student demonstrates the ability to write appropriately for different occasions, audiences, purposes and in a variety of genre.
10. The student recognizes the importance of the role of both a speaker and listener in classroom discussions, lectures, and presentations.
11. The student will use the computer for word processing and collection and retrieval of information.
12. The student is knowledgeable of career choices related to language arts.
13. The student understands the interdisciplinary relationship of the arts and academic areas.
14. The student demonstrates knowledge of cultural diversity through the study of world literature.

Language Arts/Global Studies

General Course Description

The language arts/global studies program is designed to integrate language arts and global studies for sixth graders. The enriched and accelerated curriculum allows students to use originality, creativity and leadership skills. The program also allows for flexibility and differs from traditional curricula. Students will be learning about language arts and global studies through various activities such as: cooperative learning, simulations, role play, presentations, writing workshops, computer programs, and independent studies. These activities help create an atmosphere of acceptance for students, and an atmosphere that has support and provides opportunities for students to enhance their learning.

Program Goals

1. The student understands the interdisciplinary relationship of the arts and academic areas.
2. The student is knowledgeable of a number of literary genres.
3. The student recognizes that writing is a process, a way of collecting information and formulating ideas, drafting and revising what has been written.
4. The student demonstrates skills in using the conventions of standard written and spoken English through global events.
5. The student demonstrates knowledge of cultural diversity through the study of world literature.
6. The student is actively involved in communicating through critiques, presentations, role play, simulations, interviews, etc.
7. The student is able to demonstrate a basic knowledge of various cultures of the world and their geographic, culture, racial, linguistic, economic, political, historical, artistic, and scientific/ technological characteristics.
8. The student is able to identify, explore and articulate solutions for global problems and plan for alternative futures.
9. The student is able to identify, research and discuss present day global issues.
10. The student will learn about global interdependence, global connectedness, and the world as a global village.
11. The student will initiate his/her own in-depth learning throughout the program and creatively present this learning to the class.
12. The student will become an author and architect of his/her own learning though a variety of activities.

5 Math/Science

General Course Description

The mathematics/science program is designed to integrate mathematics and science. This unified approach treats mathematics both as a discipline and as a language of science. Students need not only to know scientific facts and concepts, but also to understand the fundamentals of how these new scientific facts are established.

Competence in both mathematics and science in today's society requires competence in computers as well.

The above philosophy requires a flexible and, frequently, non-traditional curriculum. It provides a framework for the learning goals that will follow. These goals reflect a student's total experience in the math/science program.*

While specific goals may be listed once, they are retaught and reinforced throughout the program.

* **STUDENT'S ENTRY LEVEL PLACEMENT WILL DEPEND ON PAST EXPERIENCES AND PRESENT ABILITY.**

Program Goals

1. The student is able to recognize and apply appropriate mathematics techniques to scientific and other real problems.
2. The student recognizes and successfully uses the language, notation, operations, and deductive method of mathematics.
3. The student is able to organize, interpret and communicate data gathered from observations of nature.
4. The student uses in-depth knowledge of the methods and concepts of algebra, geometry, trigonometry functions, calculus, and advanced topics.
5. The student will use computers to receive, organize, store, analyze, display, and interpret information.
6. The student is able to demonstrate detailed knowledge in physics, chemistry, biology, earth science, and advanced topics in science.
7. The student is able to gather and utilize information through a variety of sources including laboratory and field experiences, resource people, and library research.
8. The student is knowledgeable of career choices related to the math/science area.
9. The student is able to participate successfully in science and mathematics competitions.

6 Theatre

General Course Description

The theatre arts course is specifically designed to mirror the creative theatrical production process which encompasses acting, directing, design, and communications.

As students gain experience, they will serve not only as role models, but also as teaching assistants in the apprenticeship process.

Competence requires that students are knowledgeable, versatile, extremely self-disciplined, and creative theatre people who will become a welcome asset to any school, college, community, or professional theatre program.

Specific areas are repeated from year to year due to the need for continued reinforcement of the basic techniques.

Program Goals

1. The student will demonstrate knowledge of theatre history, including major trends and genre, as well as their impact on the modern theatre.
2. The student can discuss the relationship of theatre to the other art forms.
3. The student is able to recognize and demonstrate performance techniques and styles.
4. The student is able to demonstrate a knowledge of the entire collaboration of stage direction and the technical processes.
5. The student is able to facilitate interdisciplinary projects within the system.
6. The student is knowledgeable of the major trends and genre in British and American dramatic literature.
7. The student is able to demonstrate the synthesis of body, voice and intention of the actor.
8. The student-operated repertory and associate companies participate in and produce touring as well as major in-house productions.
9. The student is able to demonstrate use of proscenium, thrust, $^{3}/_{4}$ round and full arena techniques.
10. The student is able to speak and write in an organized, individual and creative manner.
11. The student has researched career choices related to the allied theatre arts as well as the diverse related career options; i.e., media, advertising, design, and communications.
12. Through field trips and exposure to other artists and programs, the student is able to expand his creative and discriminative skills.
13. The student is able to set up and creatively operate television and sound equipment, to include recording and editing.
14. The student is able to interact creatively and productively with other students, faculty, and within the community.
15. The student is able to demonstrate a shared responsibility for his education and his changing roles in the teacher/apprenticeship program through independent study and research programs.
16. The student is able to demonstrate a growing awareness and appreciation for the performing arts as a contributing, supportive audience member.

7 Visual Arts

General Course Description

The visual arts program is open to students in grades 6 through 12. This program is designed to allow students to explore varied available two and three dimensional media. New students enrolled in the morning classes will study both two and three dimensional art under the guidance of both instructors. Students in the afternoon classes will elect to be enrolled in **either** the 2-D or 3-D art class.

Afternoon students choosing visual arts 2-D will experience drawing, painting, black and white and color photography, various fiber arts, printmaking, and stained glass.

Visual Arts 3-D explores the world of art in the round. Students develop skills in the media of sculpture, pottery and jewelry as well as computer graphics. Students also will be exposed to the basic concepts of spatial organization.

Sensitivity to aesthetic concepts is necessary for the development of more knowledgeable consumers as well as providing a strong background for students anticipating a career in art or an art related field.

This course will develop within each student the highest degree of artistic achievement possible. Emphasis will be placed on individuality, correlation between disciplines, and a sense of culture. Specific areas are repeated more than once due to the need for continual experimentation in order to develop a greater mastery, and personal style.

Candidates applying for the visual arts program must complete all entrance requirements as well as submit a portfolio containing at least five original pieces representative of their most creative artwork.

Applicants will also be required to produce a drawing monitored by the C.A.S. instructors.

Program Goals

1. The student will be able to recognize and successfully demonstrate the basic techniques of all available media which will lead eventually to advanced media experience.
2. The student will be able to successfully use the language, as well as apply the basic design concepts.
3. The student will have prolonged contact with instructors who will monitor his/her progress.
4. The student will be able to systematically develop ideas from research to be applied to varied media.
5. The student will demonstrate the ordered sequence of construction in 2-D and 3-D projects.
6. The student will learn the artists of prior eras and centuries through lecture and reading and will be able to analyze verbally and in writing the content and style of their work.
7. The student will demonstrate the ability to interact with students of comparable abilities.
8. The student will learn to gather ideas and inspiration from every source available to him/her, demonstrate this verbally, in writing and/or through art production.
9. The student will demonstrate a knowledge of the career choices related to the visual arts.
10. The student may be given opportunities to visit museums, both locally and within the state.

8 Voice/Keyboard

General Course Description

The voice/keyboard program which is available to qualified 6th through 12th graders consists of a variety of musical experiences including vocal, and piano keyboard, and tonechime instruction, theory, music history and appreciation, choreography, and performance. These experiences should help develop the singing voice and broaden the musicianship for each individual in class. The intent of the program is to develop appreciation and knowledge of music and the arts, to prepare for future study in college, to gain skills for a career, to help students use their special talents and to enrich their lives through the arts.

All goals will be retaught and reinforced throughout the program. Voice, keyboard, and theory goals are individualized according to abilities.

Program Goals

1. The student demonstrates proper vocal performance techniques.
2. The student demonstrates proficiency in piano keyboard technique.
3. The student demonstrates understanding of music theory.
4. The student is knowledgeable of music history and appreciation.
5. The student participates in many public performances for a variety of audiences.
6. The student demonstrates proper attitude and interest in the development of his/her abilities.
7. The student is knowledgeable of careers in music and related arts.
8. The student participates in independent research and study experiences.
9. The student is knowledgeable of music performance and careers through field trips and visits by resource people in music and related arts.
10. The student develops the ability to interact with other disciplines.
11. The student demonstrates proficiency in learning choreography.
12. The student demonstrates skills developing self-confidence and self-discipline.
13. The student develops the ability to create and to appreciate the creations of others, thus developing meaningful intergroup relationships.
14. The student demonstrates the correlation of music with other arts and academic classes.
15. The student is knowledgeable of the meaning of his/her activities and studies.
16. The advanced student demonstrates use of a computer for music-related information.
17. The advanced piano student demonstrates proficiency in piano pedagogy.
18. The advanced theory student is knowledgeable of composition.
19. The student demonstrates proficiency in playing tonechimes.

9 Counseling Service

General Description

Support services at the Center for the Arts and Sciences include a counseling service designed to assist students in the transition from middle school or high school to a part-time specialized program at the Center for the Arts and Sciences. It serves as a liaison among the home school administration, counselor, teachers and parents and the Center for the Arts and Sciences in areas such as application and admittance to a Center for the Arts and Sciences program, scheduling and transfer of grades, as well as meeting the personal, emotional, social, and academic needs of students. A library of college catalogues and career information especially attuned to the area of the arts and sciences are available to students.

Program Goals

The students and parents will be able to:

1. Evaluate the student's abilities, needs, and interests and thus make a choice of program at the Center for the Arts and Sciences.
2. Coordinate Center for the Arts and Sciences and home school programs, grades, and credits.
3. Provide services for students relative to personal, behavioral, attendance and academic problems.
4. Provide information and consultation services to staff regarding students needing counseling services.
5. Participate in planning the student's total secondary school program as well as explore career choices.
6. Utilize school and community agencies for referrals to meet special needs of students.

10 Living Arts

General Description

The Center for the Arts and Sciences is committed to the challenging task of providing a multidimensional atmosphere for its creative and academically talented students. It recognizes that it must offer a qualitatively different program from the basic curriculum, and that this program must provide opportunities for students to study creative processes and creative people.

The Center's Living Arts program is an example of strategy designed to promote art, in all its forms, as a functional and important part of an individual's life. All students, regardless of their major area of interest and concentration, participate in a series of lectures, demonstrations and performances in order to develop their talents as both creative producers and intelligent consumers of artistic and scientific endeavors. Written student evaluations of each presentation help the coordinator formulate future program content.

Through programs conceived and presented by students themselves and through exposure to the creative ideas and skills of staff members or visiting experts and artists, Living Arts establishes a rich climate of understanding and appreciation for the creative connections among the arts, sciences and humanities.

Program Goals

1. Students will have first-hand contact with creative individuals in the arts, sciences and humanities.

2. Students will develop and apply audience listening, observation and discussion skills.

3. Students will have opportunities to question presenters regarding educational preparation and career options in their respective fields.

4. Students will have opportunities to interact with C.A.S. students, staff and guests in disciplines other than their own.

5. Students may perform or demonstrate skills in their own or other disciplines for an audience of their peers.

6. Students will have opportunities to express written or verbal reactions, perceptions and evaluation of Living Arts presentations.

11 Media Center

General Description

The Media Center functions as a support service to students and teachers in the entire Ruben Daniels Lifelong Learning Center complex. Its goal is to provide up-to-date materials and facilities for use in all areas of study, as well as those geared to individual interests. The Media Center resources include books, magazines, microfiche, audio-visual materials, vertical file information, computers and their programs. Through usage of the media center, students gain applied learning experiences in the usage of microfiche machines, retrieval computer research, and word processing.

A unit in research skills is provided for all new Center for the Arts and Sciences students. Emphasis in this unit is on developing self- sufficient research learners. In five classroom sessions in the Media Center, students demonstrate knowledge of using the card catalog, locating books and magazines, printing material from microfiche, finding specific reference sources for research and accessing computer retrieval data information. During these sessions, students are shown a variety of reference tools which they are expected to use to complete the media unit.

This media/library unit is a requirement of the Center for the Arts of Sciences program .

Research Skills Program Goals

1. The student will become more independent in locating and using library materials.
2. The student will be able to use a card catalog to locate needed items.
3. The student will demonstrate the ability to use Reader's Guide to Periodical Literature, Newsbank and ProQuest in finding magazine and newspaper articles.
4. The student will have practice in constructing a short bibliography.
5. The student will demonstrate ability in retrieving information from a computer.
6. The student will demonstrate ability in locating specific magazine and newspaper materials.
7. The student will locate microfiche materials and print specific articles from the microfiche.
8. The student will participate in a research applied learning activity requiring problem solution skills, group organization, and research knowledge.

Recommended Course Equivalencies

CAS Course	Sem.	Credit	Sec. School Course	Sem.	Credit
DANCE					
	1 - 14	2 1/2	Physical Education	1	*1/2
GLOBAL STUDIES					
	1 & 2	2 1/2	Eastern Hemisphere: History, People, Geography	2	1
	3 & 4	2 1/2	Practical Law	1	1/2
			Consumer Economics	1	1/2
			Media/Library Skills	1	1/2
	5 & 6	2 1/2	U.S. History	1 & 2	1
			U.S. Geography	1	1/2
	7 & 8	2 1/2	U.S. History	3 & 4	1
			Western Civilization	1 & 2	1
			Consumer Economics	1	1/2
			World Geography	1 & 2	1
	9 & 10	2 1/2	American Government	1	1/2
			Economics	1	1/2
			Sociology	1	1/2
			Psychology	1	1/2
			State and Local History	1	1/2
			Minority Studies	1	1/2
	11 & 12	2 1/2	Advanced Economics	1	1/2
LANGUAGE ARTS					
			(Required)		
	1 & 2	2 1/2	English 7	1 & 2	1
	3 & 4	2 1/2	English 8	1 & 2	1
	5 & 6	2 1/2	English 9	1 & 2	1
	7 & 8	2 1/2	American Lit./Comp.	1 & 2	1
	9 & 10	2 1/2	English Lit./Comp.	1 & 2	1
			College Writing 1	1	1/2
	11 & 12	2 1/2	World Lit./Comp.	1 & 2	1
			College Writing 2	1	1/2
			(Elective)		
	3 & 4	2 1/2	Writing Workshop	1	1/2
	9 & 10	2 1/2	Mythology	1	1/2
			Creative Writing	1	1/2
			Black Literature	1	1/2
			20th Century American Novels	1	1/2
			Report Writing	1	1/2
LANGUAGE ARTS/ GLOBAL STUDIES					
	1 & 2	2 1/2	Language Arts - 6th	2	1
			Social Studies	2	1

Wherever appropriate, Advanced Placement course descriptions and AP materials are made available in an attempt to assist interested students in preparing for AP examinations.

* Recommended equivalency of 1/2 unit at both 6th and 9th grade levels.

Note: No more than 2 1/2 units of equivalency credit may be granted for any one (1) year's CAS experience.

Recommended Course Equivalencies

	CAS Course Sem.	Credit	Sec. School Course	Sem.	Credit
MATH/SCIENCE	1 & 2	2 1/2	Algebra	1 & 2	1
			Earth Science or Physical Science	1 & 2	1
			Intro. to Computers	1	1/2
	3 & 4	2 1/2	Geometry	1 & 2	1
			Physical Science or Earth Science	1 & 2	1
			Computer Programming (BASIC)	1 & 2	1
	5 & 6	2 1/2	Algebra/Trigonometry	3 & 4	1
			Biology	1 & 2	1
	7 & 8	2 1/2	Pre-Calculus	1 & 2	1
			Chemistry or Physics or Advanced Biology	1 & 2	1
	9 & 10	2 1/2	Calculus	1 & 2	1
			Physics or Chemistry or Advanced Biology	1 & 2	1
	11 & 12	2 1/2	Students' programs will be individualized on the basis of achievement, needs, & interest.		
THEATRE	1 - 12	2 1/2	Physical Education	1	*1/2
	1 & 2	2 1/2	Drama I, II	2	1
			Public Speaking	1	1/2
	3 & 4	2 1/2	Media: Audio Visual	1	1/2
	4 & 5	2 1/2	Creative Writing	1	1/2
VISUAL ARTS	1 & 2	2 1/2	Middle School Art-6th &7th	1 & 2	1
	1 & 2	2 1/2	Middle School Art - 8th	1 & 2	1
	1	1 1/4	A.H.H.S. - Ceramics	1	1/2
	3	1 1/4	A.H.H.S. - Crafts	1	1/2
	1	1 1/4	A.H.H.S. - Arts & Crafts	1	1/2
	1 & 2	2 1/2	A.H.H.S. - General Art	1 & 2	1
	1 & 2	2 1/2	S.H.S. - General Art	1 & 2	1
	3 & 4	2 1/2	S.H.S. - Advanced Art	1 & 2	1
	5 & 6	2 1/2	Studio Art I	1	1/2
	7 & 8	2 1/2	Studio Art II	1	1/2
	9 - 14		Students' programs will be individualized based on needs, abilities, and interests.		
VOICE/ KEYBOARD	1 - 14	2 1/2	Intro Vocal Music (6-8 grade)	2	1
	7 - 14	2 1/2	Mixed Choir	2	1
	7 - 14	2 1/2	Concert Choir	2	1
	7 - 14	2 1/2	Music Appreciation	1	1/2
	1 - 14	2 1/2	Vocal Music (6-12 grade)	1	1/2

* Recommended equivalency of 1/2 unit at both 7th and 9th grade levels.

1993-94 CAS Highlights

1. There has been a smooth transition of 6th graders into the C.A.S. program; this is especially true of an integrated 6th grade language arts/global studies curriculum.

2. Throughout the second semester, dance students have worked with members of the Detroit Dance Collective, a professional modern dance company. A joint concert, "Dance Consortium," was presented in May, 1994.

3. Our EarthVision I Team presented our preliminary research at the National Supercomputing '93 Conference in Portland, Oregon. Our final paper was presented at an environmental research symposium in Cleveland, Ohio last summer.

4. Seniors Lindsay Rosenberg, Christa Chapman and Matt Lewis have received substantial scholarships to prestigious colleges of art and design. In national competition, scholarships are awarded based on portfolios of artwork and academic achievement.

5. Global Studies students successfully participated in the 1994 University of Michigan Computer Interactive Telecommunications Global Simulation. This 6-week program enabled students to engage in a problem-solving activity with hundreds of secondary students around the world.

6. Ninth grade language arts student, Ryan Sanderson, received a Gold Award in Poetry in the 1994 Scholastic Writing Awards. Ryan is one of 10 in the U.S. to receive this award.

7. The productions of "Little Shop of Horrors" and "The Butler Did It" were professionally presented and very well received.

8. Technology improvements in the media center allow all students to obtain more knowledge and information in a shorter period of time.

1993-94 CAS Highlights

9. Andrew Thaler, a senior, and Todd Stelzer, a sophomore, won scholarships by placing in the top 50 students out of 16,300 students in the Michigan Mathematics Prize Competition.

10. Twenty voice/keyboard students received music scholarships to Interlochen and Blue Lake Fine Arts Camp for summer programming.

11. Through a donation of stained glass and glass working equipment, visual arts students were able to create Tiffany-style glass works of art.

12. C.A.S. math/science students continue to dominate the Saginaw County Science and Engineering Fair in both junior and senior divisions. Junior division winner was Elizabeth Rittenberry, senior division winners were Brian Weeden and Natasha Sefcovic.

13. Lindsay Rosenberg's logo was selected for the WNEM-TV5 Great Kids Campaign. It will be used with all printed and TV materials related to this program.

14. Six language arts students had their work selected by the Michigan Youth Arts Festival to receive Certificates of Merit and invitations to attend the 1994 festival. Juniors Brie Tiderington and Asha Chaney were honored in both fiction and poetry.

15. The C.A.S. MATHCOUNTS team took first place in the Chapter Competition and brought home a 6th place trophy from the State Competition at Michigan State University.

16. Junior, Kelly Alexander, auditioned and was accepted for summer study with the NYC Joffrey Ballet at the Great Lakes Summer Workshop.

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Non-Discriminatory Policy

It is the policy of the Board of Education and the School District not to unlawfully discriminate on the basis of handicap, race, religion, national origin, sex, age, marital status, height or weight. The District reaffirms its policy to comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Elliott-Larsen Civil Rights Act, the Michigan Handicappers' Civil Rights Act, the Americans With Disabilities Act of 1990, and all other applicable Federal and State laws and regulations prohibiting discrimination.